

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Washington University		
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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Washington University
Institution Code	6929
State	Missouri
Number of Program Completers Submitted	42

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	42				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Biology: Content Knowledge, Part 1	231	1			62	58	
Elem Edu: Curriculum, Instruction, and Assessment	011	13	13	100%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	7			192	191	99%
German: Content Knowledge	181	1			5		
Mathematics: Content Knowledge	061	3			97	91	94%
Social Studies: Content Knowledge	081	9			276	270	98%
Spanish: Content Knowledge	191	2			30	27	90%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							
Special Education	350	6			171	165	94%

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Washington University						
Institution Code	6929						
State	Missouri						
Number of Program Completers Submitted	42						
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	42			Statewide			
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	36	36	100%	3275	3155	96%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	6			270	256	95%	
Aggregate - Performance Assessments							

<b>Summary Totals and Pass Rates<sup>5</sup></b>	42	42	100%	3711	3575	96%
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<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

### **A Number of students in the regular teacher preparation program at your institution:**

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **84**

### **B Information about supervised student teaching:**

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **43**

3. Please provide the numbers of supervising faculty who were:

**4** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**4** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**8** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **16**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **3:1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **400** hours.

### **C Information about state approval or accreditation of teacher preparation programs:**

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes        No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

#### **A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

Washington University, nationally recognized for excellence in teaching and research, is committed to preparing teachers as agents of change and public intellectuals. This goal reflects our twin commitments to teachers as inquirers and facilitators of social justice. To achieve this goal teacher education programs at Washington University prepare teachers to work with all students. We view this as complex work. Meeting the challenges involved in preparing teachers for a diverse society requires collaboration among all faculty (university and school based) well grounded in research, theory and practice. Those faculty members engage students in instruction and experiences to result in teacher candidates who can:

- Tap funds of knowledge from their students and the local community and learn how to transform this knowledge for pedagogical use.
- Critique and disturb traditional power/knowledge relations that may reify gender, class and race inequalities in their classrooms and beyond.
- Inquire into, self-assess and modify their own instructional practice; consider the influence of their practice on students’ growth and learning; and analyze the complex interaction between instructional practice and student development.

Ways in which we do this include concurrent course and field work, minimum three school field experiences, required action research, video analysis, and student/faculty collaborative work with teachers in partner schools. Field placements are grouped for peer support/ feedback and university supervisors observe student teachers and meet weekly with student and cooperating teachers.

Situated in the center of the metropolitan St. Louis area, we make field placements in both urban and suburban settings. Education faculty further their own education and advance this work by participating in a variety of projects and activities with teachers and administrators in our four elementary and secondary partner schools.

Washington University teacher education programs are housed in the Department of Education in the College of Arts and Sciences and prepare elementary, middle school and secondary teachers. Having teacher education in the College of Arts and Sciences facilitates close collaboration between Education faculty and Arts and Sciences colleagues to develop content area majors that inform K-12 teaching. All teacher education majors are required to double major in a content field and in education with the result that they acquire strong knowledge and skills both in content and pedagogy.

Washington University Department of Education faculty work continuously to improve our teacher education programs so that the teachers we prepare are equipped with the skills needed to teach students in increasingly complex classroom environments. We believe we are successful in this work. Employers give strong ratings to our teachers education programs based on the performance of our graduates. Alumni surveys indicate our graduates also consider their teacher preparation to have been strong. Over 90% of our teacher education graduates for the past three years are teaching or doing research in an educational setting.

#### **B. Missouri has asked each institution to include at least the following information.**

##### **1. Institution Mission**

“Washington University’s educational mission is the promotion of learning – learning by students and by faculty. Teaching or the transmission of knowledge, is central to our mission, as is research or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding and wisdom; and by providing direct services such as health care.

Our goals are to foster excellence in our teaching, research, scholarship and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

Through our goals Washington University intends to judge itself by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the current and for future generations.” (Washington University Bulletin, 2002-2004, p. 3-4)

## **2. Educational Philosophy**

Washington University teacher education programs ask teacher candidates to examine and change their own biases as well as the institutional structures that act as obstacles to student learning. We believe that schools are complex social settings that require a collaborative effort to create a successful learning environment. Within these environments teachers must connect the rigor of content to the lived experience of their students. In these ways teachers change the lives of children.

Our teacher education programs are built upon these beliefs and work toward these program goals:

1. Teacher education graduates articulate a commitment to all learners, are aware of the need for multiple teaching strategies to support all learners, and are committed to equitable and just education for all students. (Attention to Learners)
2. Teacher education graduates know the subjects they teach well and how to teach. They identify the child's/youth's well being as central to the child/youth as a learner. (Curriculum in Context)
3. Teacher education graduates enact the role of teacher as inquirer, articulate a commitment to teaching as a profession, and demonstrate a willingness to think reflectively. (Professional Growth)

Thus teachers prepared at Washington University act on the belief that all students can learn and use a variety of strategies to promote the development of critical thinking, problem solving and performance capabilities of all students. They have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. Finally, teachers prepared at Washington University understand histories of participation and critically examine their language and practice. As active members of learning communities, they seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and conduct research in classrooms and communities to better support the educative experiences of their students.

## **3. Conceptual Frameworks**

During the 2002-2003 academic year Washington University Department of Education faculty worked to incorporate a WU DOE new vision statement for teacher education into the existing conceptual framework. The new vision resulted from the work for the new Director of Teacher Education and the DOE teacher education faculty during 2001-02 and during 02-03 those faculty members worked to operationalize and align the new vision with existing practices and beliefs pursuant to our teacher as inquirer model.

The new vision statement was built on the Conceptual Framework but advanced our thinking and clarified our commitment to teacher education and teaching as actions for social justice. The three key teacher education program goals delineated in that document are:

- I. Teacher Education graduates are committed to equitable and just education for all students.
- II. Teacher Education graduates know the subjects they teach well and know how to teach.
- III. Teacher Education graduates enact the role of teacher as an inquirer.

These global goals at once encapsulate and extend beyond our pre-existing, overarching goals for teacher education. They build on what has already been done in Washington University's teacher education programs and make a stronger commitment to promoting greater equity and social justice in the U.S.

through teacher education and practice. From these three goals “Guiding Principles in Practice” were developed which provide a framework for teacher education student performance expectations at Washington University:

**Principle #1: Attention to Learners**

How does the teacher create and critique learning experiences in order to address diverse student development and interests? This Guiding Principle addresses the following components:

- Assess individual growth and development
- Practice inclusive education
- Understand individual development
- Think critically and reflectively about learners.

**Principle #2: Understanding Curriculum in Context**

In what ways does the teacher make connections across/among the learning experiences?

This Guiding Principle in Practice addresses the following components:

- Adapt curriculum and instruction to diverse learners
- Teach effectively by integrating content and pedagogy
- Use current and emerging technology
- Think critically and reflectively about contexts of curriculum

**Principle #3: Commitment to Professional Growth**

- How does the teacher enact the role of professional?
- Participate actively in the profession
- Engage in professional development
- Collaborate with teachers, parents and the community
- Think critically and reflectively about professional growth

These “Guiding Principles in Practice” were, in turn, used to develop the “Program Assessment and Support System” (PASS). To assess teacher education student performance this system defines what we expect our teacher education graduates to know and be able to do and delineates three assessment checkpoints to ensure that students are progressing and performing at appropriate developmental levels at each stage. If assessment reveals that the student is not progressing the PASS system then becomes a support system wherein faculty diagnose the kinds of additional content, experiences, skills the teacher education students needs to master or acquire before they can move on in or complete their teacher preparation.

These modifications have helped strengthen our knowledge base, our conceptual frameworks and our teacher education practice. Teacher educators have a serious responsibility to design preparation programs that are both responsive to the realities of schooling in a changing social context as well as visionary in their quest for creating more engaging and effective learning environments for all students. Teaching has always been an uncertain and dynamic endeavor, one of those “situations of practice” (Schon, 1987) only partially amenable to technical reality. However, in the 21<sup>st</sup> century we are surrounded by dramatic changes in the social order and student and parent populations, and by pervasive attempts to change the structures of schools and teacher education institutions as well as the roles of all key stakeholders in the educational process. Tensions, dilemmas, and questions for which there are no easy answers pervade the Education field. Under these circumstances, teachers need to be steeped in the enduring concepts, theories, and philosophies that define the field of Education, to be knowledgeable about the most current research that continually redefines our discipline, and to be skilled consumers and producers of new knowledge as part of their daily work. At the same time, they must understand that the inquiry they pursue and the decisions they make are value-laden as well as knowledge-driven, and they must have the analytical capacity to choose between competing alternatives with sound rationales.

The teacher as inquirer image addresses both the longstanding and contemporary challenges of the teaching profession. We prepare teachers to raise questions about the way schools are organized, the way that

students of different backgrounds and abilities learn, the knowledge and skills that are important and meaningful to their students, and the ways in which they teach. We do not want our teachers to accept schools and classrooms as they currently exist; rather we want them to have the skills, knowledge and inclination to find ways to create more effective learning environments for all students. Inquiry-oriented teachers are thoughtful consumers of the research that bears on the questions and challenges they confront, but they are also teachers who can conduct inquiry in their own classrooms, using the methods of action research. As question-asking and problem-solving individuals, they model for their own students the strategies and satisfactions of learning through personal inquiry.

#### **4. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>5</b>
<b>Out-of-State:</b>	<b>13</b>